

Studies of Society and Environment Learning Area

Introduction

The **Studies of Society and Environment (SOSE)** Learning Area incorporates the disciplines of History, Geography, Politics, Economics, Business and Careers. Through SOSE, learners explore and critically construct their knowledge and understandings about the society in which they live and their place within it. They investigate the changing world in terms of natural and social systems, culture, place and resources, examining how these changes influence and impact on their lives, society and the environment.

SOSE explores a range of regional, national and global contexts, providing opportunities to constructively critique and propose solutions to a range of social and environmental issues. Learners use social inquiry to investigate the past and present and to explore future possibilities. The study of SOSE encourages learners to become purposeful, involved, well-informed citizens who are able to make reasoned judgements and critical decisions about the world in which they live. The study of the environment enables learners to understand the complex inter-relations between the natural and built environment and encourages them to take action and be environmentally responsible in caring for places and building a better future for all.

The SOSE Learning Area is based on integrated processes and rich skills that combine rigorous meta-cognitive strategies with multi-media literacies to support the construction of learner understanding and knowledge. Learners will investigate and respond to situations, use their initiative to seek solutions, generate plans and carry out courses of action. They will be guided to become self-regulated, innovative researchers who carry out projects, actions or services to completion; actively investigating, communicating and participating. Opportunities exist to work collaboratively and reflect on learning experiences so as to adapt or modify their approach. Critical literacy skills are developed by analysing and evaluating sources for use to support or develop their own viewpoint. Communication skills are developed by using, producing and presenting accurate texts that fulfil their purpose.

SOSE is an ideal forum for enriching learning with cross-curricula understandings such as Studies of Asia 🌸, Vocational Learning, Environmental 🌿 and Indigenous 🌀 perspectives, and Numeracy. All learning areas address these perspectives but the Social Systems and Structures Strand is particularly rich in Asian, Indigenous and Vocational Learning perspectives. The Environments Strand addresses sustainability, ecological issues and conservation values. The Enterprise Strand has explicit links to the Vocational Learning perspective and the Mathematics Learning Area, enabling learners to experience functional and practical applications of numeracy.

The Social Literacy Teaching-Learning Model

Focus Question - A question is asked or a problem is posed at the beginning of a learning sequence.

Consider - Learners are given a stimulus such as a problem situation, a moral dilemma, two or more conflicting points of view, some factual information, an historical document, a photograph or a drawing.

Analysis - A series of activities critically analysing the input, moving from analytical processes (What is the content of the input? What does it mean?), to critical processes (What problems or issues does the input raise? What is my opinion? What generalisations can be made about the inputs?).

Main Ideas - Learners review and analyse the concept generalisation.

Investigation/Inquiry - A series of social research, social actions or social experiences in which the concepts are applied and developed. These move from critical processes (How can the concept be applied, or used?), to creative processes (use the concept and make one's own knowledge)..

Reflection/Think Again - An evaluative process (How can I apply the concept to another context?). Learners and teachers adapt how well the concept is being used.

Strands

The SOSE Learning Area is organised into three **strands**. Key Growth Points to Band 3 are organised into two strands – Social Systems and Structures and Environments. A third strand, Enterprise is introduced in Band 4. Prior to Band 4, Enterprise is included as an element within Social Systems and Structures.

Social Systems and Structures

has been organised into five **elements**:

- **Time, Continuity and Change**
 - explore how the past shapes the present, contributes to identity and influences the future
 - research the development and shaping of Australia to modern times
 - examine the development of Australia as a multicultural nation and the place of Indigenous Australians as the First People
 - explore a range of global communities and the events that have shaped them.
 - **Indigenous Studies**
 - examine the cultural diversity of a range of Indigenous groups
 - advocate for and take action towards reconciliation
 - analyse past current issues for their impact on Indigenous groups/societies
- Non-Indigenous students:*
- explore experiences, knowledge and achievements of Indigenous Australian societies
 - examine the effects of dispossession on Indigenous Australian societies
 - develop cross-cultural awareness

- investigate the nature of prejudice, stereotyping and racism, and skills to counter these
- celebrate the survival of Indigenous Australian cultural heritage as part of the heritage of all Australians
- learn from members of Indigenous Australian communities as often as possible.

For Indigenous students, Indigenous Studies provide:

- a supportive learning environment
- enhanced confidence and self-esteem within the school system
- a stronger cultural identity
- an appreciation of contemporary Australian societies and environments. (adapted from *National principles and guidelines for Aboriginal and Torres Strait Islander studies K-12*. Curriculum Corporation).

- **Civics, Governance and Social Justice**

- investigate rules, rights and responsibilities and institutional law and order in Australia
- explore how legal and political systems impact on society
- examine a range of political structures
- demonstrate active citizenship
- explore the concepts of social justice and fair play at a local, national and global level
- examine a range of situations where social inequality exists
- examine a range of organisations that have been established to protect human rights.

- **Values, Beliefs and Cultural Diversity**

- assess the presence of core values in Australia
- explore cultures for different viewpoints, life choices and ways of living
- examine relationships within and between individuals, families, groups and society
- investigate the influence of values and beliefs on attitudes, actions, behaviour and interaction within and between groups, communities and societies.

- **Enterprise**

- examine the difference between needs and wants, and explore how these are satisfied within their local community
- explore personal strengths and preferences and the factors that influence individuals to form groups and communities
- investigate aspects of the world of work, the foundations of consumerism and the link between consumers and producers.

Environments

has been organised into three elements:

- **Place, Landforms and Features**

- investigate global systems, natural and built environments (eg urban landscapes), in order to assess the relationship of the distribution of wealth and resources to life chances
- explore ethics, rights and responsibilities involved with distribution of wealth, resources and land use.

- **Environmental Awareness and Care**

- examine their place in the world and the global issues that will impact on them

- examine consumerism and production flows and how they relate to patterns of resource and land use
- **Natural Systems**
 - explore the flows and cycles of natural environments and the forces that shape them
 - examine how natural systems and flows interact.

Enterprise

has been organised into three elements:

- **Financial Literacy**
 - develop personal financial literacy
 - develop an understanding of business enterprise
 - explore personal and business financial options
 - examine factors that impact on the Australian economy
 - participate in the development, delivery and assessment of action projects, services or activities to meet specific needs.
- **Life Roles**
 - explore the range of options available through paid and non-paid work
 - identify individual pathways and identify goals to achieve successful entry into the workforce
 - examine post-compulsory schooling options
 - examine work place issues and responses.
- **Consumerism**
 - investigate the patterns and impact of consumerism and consumption
 - investigate the rights of the consumer and the organisations that support consumer rights.

Strand Overview

Band	Social Systems and Structures	Environments	Enterprise
Beyond Band 5 to Band 4	<ul style="list-style-type: none"> • Time, Continuity and Change • Indigenous Studies • Civics, Governance and Social Justice • Values, Beliefs and Cultural Diversity 	<ul style="list-style-type: none"> • Place, Landforms and Features • Environmental Awareness and Care • Natural Systems 	<ul style="list-style-type: none"> • Financial Literacy • Life Roles • Consumerism
Band 3 To Key Growth Point 2	<ul style="list-style-type: none"> • Time, Continuity and Change • Indigenous Studies • Civics, Governance and Social Justice • Values, Beliefs and Cultural Diversity • Enterprise 	<ul style="list-style-type: none"> • Place, Landforms and Features • Environmental Awareness and Care • Natural Systems 	
Key Growth Point 1	<ul style="list-style-type: none"> • Time, Continuity, Change and Indigenous Studies • Civics, Governance, Social Justice and Cultural Diversity • Enterprise. 	<ul style="list-style-type: none"> • Place, Landforms and Features • Environmental Awareness and Care • Natural Systems. 	

Learners demonstrating evidence of Key Growth Point 1	Learners demonstrating evidence of Key Growth Point 2	Learners demonstrating evidence of Key Growth Point 3	Strands and Links
<p>Soc KGP1.1/2 Time, Continuity, Change and Indigenous Studies anticipate, respond to, initiate interaction with and/or explore stimuli using their senses, auditory, visual, tactile and/or kinaesthetic</p> <p>Soc KGP1.3/4 Civics, Governance, Social Justice and Cultural Diversity engage in familiar routines which foster positive interactive behaviours between self and others</p> <p>Soc KGP1.5 Enterprise respond to and indicate their basic needs.</p>	<p>Soc KGP2.1 Time, Continuity and Change extend awareness of self and others in relation to immediate past, present and future events and associated changes</p> <p>Soc KGP2.2 Indigenous Studies respond appropriately to Indigenous people and events</p> <p>Soc KGP2.3 Civics, Governance and Social Justice make basic decisions and follow simple rules when interacting in familiar settings, including recognition of the rights of themselves and others</p> <p>Soc KGP2.4 Values, Beliefs and Cultural Diversity respond appropriately when exposed to a range of cultures</p> <p>Soc KGP2.5 Enterprise make choices when satisfying basic needs.</p>	<p>Soc KGP3.1 Time, Continuity and Change identify significant events, groups and relationships and describe the impacts of change within their family's life</p> <p>Soc KGP3.2 Indigenous Studies describe a range of events that recognise Indigenous heritage</p> <p>Soc KGP3.3 Civics, Governance and Social Justice identify their own rights and responsibilities, interacting appropriately in a range of social contexts; accept the consequences for their own behaviour</p> <p>Soc KGP3.4 Values, Beliefs and Cultural Diversity identify their cultural background, customs and beliefs</p> <p>Soc KGP3.5 Enterprise differentiate between needs and wants and describe how people meet their material and non-material needs.</p>	<p>Social Systems & Structures</p> <p>Links</p> <p>EsseNTial Learnings: In 3, In 4, In 5, In 6, Col 3, Con 2, Con 3</p> <p>Learning Areas: The Arts, HPE</p> <p>Perspectives: Literacy, Numeracy, Indigenous,  Studies of Asia </p>
<p>Env KGP1.1 Place, Landforms and Features interact with the natural and built environment in their immediate surroundings</p> <p>Env KGP1.2 Environmental Awareness and Care participate in caring for their immediate surroundings</p> <p>Env KGP1.3 Natural Systems experience some immediate natural environments.</p>	<p>Env KGP2.1 Place, Landforms and Features identify the ways they interact with and use the natural and built features in their surroundings</p> <p>Env KGP2.2 Environmental Awareness and Care care for their immediate environment</p> <p>Env KGP2.3 Natural Systems explore a range of natural environments.</p>	<p>Env KGP3.1 Place, Landforms and Features interact with elements within natural and built environments in their immediate surroundings</p> <p>Env KGP3.2 Environmental Awareness and Care participate in efforts to care for their immediate environment</p> <p>Env KGP3.3 Natural Systems investigate how elements of natural environments meet the needs of plants and animals.</p>	<p>Environments</p> <p>Links</p> <p>EsseNTial Learnings: Cr 1, Con 4</p> <p>Learning Areas: Science, The Arts</p> <p>Perspectives: Literacy, Numeracy, Environmental,  Indigenous,  Learning Technology</p>

Strands and Links	Learners demonstrating evidence of Band 1	Learners demonstrating evidence of Band 2	Learners demonstrating evidence of Band 3
Social Systems & Structures Links EsseNTial Learnings: In 3, In 6, Cr 1, Col 3, Constructive Learner Learning Areas: The Arts, HPE Perspectives: Literacy, Numeracy, Indigenous, Studies of Asia, Vocational Learning	Soc 1.1 Time, Continuity and Change compare and contrast significant events and relationships between own family and those of wider social contact Soc 1.2 Indigenous Studies identify local Indigenous groups and explain the significance of local Indigenous cultural practices for Indigenous and non-Indigenous Australians Soc 1.3 Civics, Governance and Social Justice participate in and reflect on a range of group decision-making processes and explain how individual and group behaviour affect the rights of others Soc 1.4 Values, Beliefs and Cultural Diversity describe the customs, lifestyles and rituals of a range of cultural groups within their community and compare similarities Soc 1.5 Enterprise examine ways the local community facilitates the meeting of needs and wants.	Soc 2.1 Time, Continuity and Change research past events to evaluate why change occurs and their impact on the community Soc 2.2 Indigenous Studies describe the diversity among Indigenous people and their traditional and contemporary cultures Soc 2.3 Civics, Governance and Social Justice make informed decisions and choices about immediate local issues and define social justice and its relevance to societies Soc 2.4 Values, Beliefs and Cultural Diversity identify the diverse processes used to pass on cultural customs and other value based information within familiar social groups Soc 2.5 Enterprise compare shared interests and common needs that link individuals to form groups and communities.	Soc 3.1 Time, Continuity and Change investigate the past and how events have impacted on individuals and groups Soc 3.2 Indigenous Studies explain what they have learned about the core beliefs of urban and non-urban Indigenous peoples and apply the principles of reconciliation to take action to counter prejudice Soc 3.3 Civics, Governance and Social Justice research and describe features, such as decision making, of familiar political and law systems and analyse how choices, opportunities and conflict affect people's life chances Soc 3.4 Values, Beliefs and Cultural Diversity describe key elements of culture in groups and communities, how individuals learn and share their culture and the impact of differing values upon individuals and societies Soc 3.5 Enterprise examine the relationship between consumers and producers, appraising choices and actions used to meet needs and wants; identify the relationship between personal attributes, needs, wants and future life roles.
Environments Links EsseNTial Learnings: Cr 1, Col 3, Constructive Learner Learning Areas: Science, The Arts Perspectives: Literacy, Numeracy, Environmental, Indigenous, Learning Technology	Env 1.1 Place, Landforms and Features describe the relationship between people and natural/built environments Env 1.2 Environmental Awareness and Care identify problems and cooperate to plan activities to care for places within their local community Env 1.3 Natural Systems explain the ways elements of simple, natural systems are connected and identify themselves as part of a natural system.	Env 2.1 Place, Landforms and Features investigate the distribution of natural/built features and natural/human resources and describe ways in which these features and resources interact and impact on one another Env 2.2 Environmental Awareness and Care identify issues to do with value and care of places and collaboratively participate in an action project to address local community issues Env 2.3 Natural Systems analyse the interactions between elements of natural and human systems and investigate flows and cycles.	Env 3.1 Place, Landforms and Features investigate patterns of use of natural resources and how they have changed over time Env 3.2 Environmental Awareness and Care report on how organisations promote environmental monitoring and protection Env 3.3 Natural Systems describe features of eco-systems, explain their location and deduce the conditions that contribute to their distribution and/or change.

Learners demonstrating evidence of Band 4	Learners demonstrating evidence of Band 5	Strands and Links
<p>Soc 4.1 Time, Continuity and Change analyse significant ideas, people and movements that have shaped societies</p> <p>Soc 4.2 Indigenous Studies analyse their own cultural practices in comparison to the histories and current experiences of all Indigenous groups and actively contribute towards reconciliation</p> <p>Soc 4.3 Civics, Governance and Social Justice explain the roles, rights and responsibilities of citizens on the existing structure of Australia's political and legal systems, and their formation; evaluate how these structures protect the rights of individuals and societies</p> <p>Soc 4.4 Values, Beliefs and Cultural Diversity research and describe the diverse interpretations and reactions of individuals/groups to the impact of major events in Australia and how this cultural diversity contributes to the identity of a society.</p>	<p>Soc 5.1 Time, Continuity and Change analyse how past forces and events have shaped contemporary communities</p> <p>Soc 5.2 Indigenous Studies analyse and evaluate complex culturally-based social, environmental and political issues that are presently significant to Indigenous peoples</p> <p>Soc 5.3 Civics, Governance and Social Justice critically evaluate a range of political and legal systems, their policies, and how these impact on citizens; analyse the moral/ethical codes of organisations that promote and protect human rights</p> <p>Soc 5.4 Values, Beliefs and Cultural Diversity critically evaluate the cultural and social structures, values and beliefs of communities and groups that impact and influence behaviour, attitudes and actions.</p>	<p>Social Systems & Structures</p> <p>Links</p> <p>EsseNTial Learnings: In 3, In 6, Col 2, Col 3, Constructive Learner</p> <p>Learning Areas: The Arts</p> <p>Perspectives: Literacy, Numeracy, Indigenous, Studies of Asia, Learning Technology Environments</p>
<p>Env 4.1 Place, Landforms and Features examine and discuss cause/effect relationship of physical forces in the formation of land features</p> <p>Env 4.2 Environmental Awareness and Care identify the perspective of key stakeholders in issues arising from current resources and land use</p> <p>Env 4.3 Natural Systems describe and represent selected natural systems in terms of variations.</p>	<p>Env 5.1 Place, Landforms and Features consider relationships between built and natural features and the distribution and dynamics of human population</p> <p>Env 5.2 Environmental Awareness and Care examine the economic, political and technical responses to issues arising from current resources and land use</p> <p>Env 5.3 Natural Systems investigate and represent how natural systems interact on a global scale.</p>	<p>Environments</p> <p>Links</p> <p>EsseNTial Learnings: Cr 1, Constructive Learner</p> <p>Learning Areas: Science</p> <p>Perspectives: Literacy, Numeracy, Environmental, Indigenous, Learning Technology</p>
<p>Ent 4.1 Financial Literacy apply a range of strategies in personal financial management</p> <p>Ent 4.2 Life Roles identify both paid and non-paid career pathways and describe factors that shape, influence and determine opportunities for current and future work</p> <p>Ent 4.3 Consumerism examine patterns of production and distribution, identify strategies used to persuade the consumer and investigate the rights and responsibilities of the consumer.</p>	<p>Ent 5.1 Financial Literacy evaluate personal financial options within an Australian socio-economic context, plan and apply enterprise skills and attributes in business financial management</p> <p>Ent 5.2 Life Roles analyse vocational pathways, education and training requirements and identify factors that influence career choices and opportunities</p> <p>Ent 5.3 Consumerism examine global patterns of production and consumption, and the distribution of wealth, population and resources.</p>	<p>Enterprise</p> <p>Links</p> <p>EsseNTial Learnings: In 6, Cr 1, Constructive Learner</p> <p>Learning Areas: HPE, Science</p> <p>Perspectives: Literacy, Numeracy, Learning Technology, Vocational Learning</p>

Strands and Links

Learners demonstrating evidence of
Beyond Band 5

Social Systems & Structures

Soc 5+.1

Time, Continuity and Change

analyse and critically evaluate how the context of historical movements and events change; influences and impacts on national and global interpretations of history

Soc 5+.2

Indigenous Studies

analyse and describe the inter-relationships between Indigenous kinship/relationships and the land/environment, and compare and contrast this with other cultural world views, in collaboration with Indigenous people

Soc 5+.3

Civics, Governance and Social Justice

critically evaluate how political and legal systems impact on civic actions and the implications for those who attempt political and legal reform; analyse and interpret the moral and ethical codes of organisations, individuals and societies in terms of social justice

Soc 5+.4

Values, Beliefs and Cultural Diversity

define and advocate a focused culturally inclusive point-of-view with an awareness of the complexities involved in the process of attitudinal and behavioural change within society.

Links

EsseNTial Learnings:

In 3, In 6, Col 1, Col 2, Col 3, Constructive Learner

Learning Areas:
The Arts

Perspectives:

Literacy, Numeracy, Indigenous, Studies of Asia, Learning Technology

Environments

Env 5+.1

Place, Landforms and Features

evaluate the impact of population distribution and explore the contingent relationship between human and natural resources developing an understanding of how time and social context affect the use and manipulation of the physical landscape

Env 5+.2

Environmental Awareness and Care

design and implement a course of action promoting ecological sustainability and environmental care

Env 5+.3

Natural Systems

critically assess the relationship between systems in terms of global sustainability and develop an understanding of the significance of resource management and mismanagement.

Links

EsseNTial Learnings:

Cr 1, Constructive Learner

Learning Areas:
Science

Perspectives:

Literacy, Numeracy, Environmental, Indigenous, Learning Technology

Enterprise

Ent 5+.1

Financial Literacy

evaluate a variety of business procedures/practices demonstrating an ability to select and administer best practice in a range of contexts

Ent 5+.2

Life Roles

critically evaluate trends that determine changes within the workplace and identify alternative directions and responses to workplace issues

Ent 5+.3

Consumerism

research global trends, past and present, of consumption through economic, political, legal and ethical perspectives and their impact on people.

Links

EsseNTial Learnings:

In 6, Cr 1, Constructive Learner

Learning Areas:
HPE, Science

Perspectives:

Literacy, Numeracy, Learning Technology, Vocational Learning

Social Systems and Structures

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

- Soc KGP1.1/2 Time, Continuity, Change and Indigenous Studies**
anticipate, respond to, initiate interaction with and/or explore stimuli using their senses, auditory, visual, tactile and/or kinaesthetic
- Soc KGP1.3/4 Civics, Governance, Social Justice and Cultural Diversity**
engage in routines which foster positive interactive behaviours between self and others
- Soc KGP1.5 Enterprise**
respond to and indicate their basic needs.

Links



EsseNTial Learnings:
Refer to specific links listed below

Learning Areas:
HPE, The Arts

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Time, Continuity, Change and Indigenous Studies [In 6]

- recognise time signals and basic routines **[Num-MDS]**
- is aware of changes in the environment **[Num-MDS]**
- respond to stimulus about past events 
- respond to Indigenous and non-Indigenous storytelling sessions .

Civics, Governance, Social Justice and Cultural Diversity [In 3] [Col 3]

- follow class routines and rules **[HPE- PD]**
- focus on the person in charge of an activity
- enjoy social surroundings with a range of people
- display positive interactions with peers and familiar adults **[HPE-PD]**
- show an awareness of group members and familiar people
- react to strangers.

Enterprise [In 4]

- show awareness of basic needs, eg hunger, thirst, toileting
- attempt to communicate when needs are met
- respond to a range of photographs and tactile objects of human material needs, eg foods, clothing, shelter
- feed themselves, if appropriate.

Social Systems and Structures

Links

EsseNTial
Learnings:

In 3

Learning Areas:
HPE, The Arts

Perspectives:
Literacy,
Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

Soc KGP2.1 Time, Continuity and Change

extend awareness of self in relation to immediate past, present and future events and associated changes

Soc KGP2.2 Indigenous Studies

respond appropriately to Indigenous people and events

Soc KGP2.3 Civics, Governance and Social Justice

make basic decisions and follow simple rules when interacting in familiar settings, including recognition of the rights of themselves and others

Soc KGP2.4 Values, Beliefs and Cultural Diversity

respond appropriately when exposed to a range of cultures

Soc KGP2.5 Enterprise

make choices when satisfying basic needs.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Time, Continuity and Change [In 6]

- organise simple pictures illustrating a sequence of events **[Arts-CrA] [LT-R]**
- identify a character in a story, recall a sequence of events within the story and predict future possibilities **[Lit-RV] [Cr 1]**
- order photos of familiar people and places to show how they have changed over time **[LT-P]**
- respond appropriately to routines that affect their daily lives, eg lining up, putting in a lunch order.

Indigenous Studies [Lit-LS] [Col 4] [Con 3]

- listen to Indigenous stories and retell key parts in their own words
- participate in visits from local Indigenous people, eg story-telling sessions, musical performances.

Civics, Governance and Social Justice [Col 3] [LT-S]

- use agreed rules to cooperatively participate in a game
- use appropriate behaviour, according to age, social situation and role, eg sit quietly, applaud, turn take, assist
- identify the purposes of rules that help groups work together, eg class rules, games rules
- participate in a short sequence of social activities/routines/interactions, in real situations
- express their opinion appropriately when their rights are denied **[HPE-HP]**
- acknowledge the rights of others when participating in group games and activities, eg taking turns.

Values, Beliefs and Cultural Diversity [Con 3] [Lit-LS/RV] [Arts-SkP/CrA] [Lang] [LT]

- respond to pictures which represent the roles of family members carrying out daily routines
- depict, in a variety of ways, the roles different family members fulfil, eg food provider, carer of shelter **[Arts-SkP] [LT]**
- represent and describe favourite activities and items
- describe a typical event that could reflect recreational, religious and occupational activities. **[Cr 1]**

Enterprise [In 4] [In 5] [Con 1] [Con 2] [VL]

- attempt to satisfy the basic needs of self, eg hunger, thirst, feeling safe
- interact with a range of people who help them meet their needs
- choose the most efficient process or routine to complete a task or series of tasks
- discuss or role-play situations where needs are being met, eg shopping.

Social Systems and Structures

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

Soc KGP3.1 Time, Continuity and Change

identify significant events, groups and relationships and describe the impacts of change within their family's life

Soc KGP3.2 Indigenous Studies

describe a range of events that recognise Indigenous heritage

Soc KGP3.3 Civics, Governance and Social Justice

identify their own rights and responsibilities, interacting appropriately in a range of social contexts; accept the consequences for their own behaviour

Soc KGP3.4 Values, Beliefs and Cultural Diversity

identify their cultural background, customs and beliefs

Soc KGP3.5 Enterprise

differentiate between needs and wants and describe how people meet their material and non-material needs.

Links

EsseNTial Learnings:

Refer to specific links listed below

Learning Areas:
HPE

Perspectives:

Literacy,
Numeracy,
Studies of Asia



INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Time, Continuity and Change [In 6]

- describe personal and family events and place these in a time sequence **[Num-MDS]**
- depict generations within representations of their family groups, eg nuclear, extended, kinship groups
- identify relationships between familiar people and explain how they may change over time.

Indigenous Studies [In 6] [Cr 1] [Col 4] [Con 3] [Con 4] [Lit -LS/RV]

- identify similarities between Indigenous children and other children **[In 3]**
- listen to and discuss Indigenous stories and make connections with the contemporary lives of Indigenous people in their local community **[Cr 3]**
- listen to/view Indigenous music/performance and identify some common themes. **[Arts-Res]**

Civics, Governance and Social Justice [In 3] [Col 3] [LT-S]

- identify consequences of particular behaviours, eg verbal, physical
- explain when it is appropriate to act on personal choice or follow established rules
- participate in decision making processes to arrive at majority rule, eg simple voting
- explain their differing roles and responsibilities in the classroom and at home **[Arts-SkP]**
- identify and show responsibility for their own rights and the rights of others
- be mentor for a classmate and take responsibility for their pastoral care.

Values, Beliefs and Cultural Diversity [Con 3] [Lang] [Arts-Res] [LT-S]

- describe how elements of social systems influence their attitudes and behaviour
- view a range of visual texts depicting people involved in different leisure time, work and/or religious activity
- identify common and unique cultural characteristics among individuals and groups in the community.

Enterprise [In 5] [VL]

- identify and work towards satisfying own needs and wants
- describe how needs are met by a range of families **[Con 1]**
- explain some of the choices they make when satisfying their needs, eg cost, availability
- discuss and categorise material and non-material wants
- dramatise the purchasing of everyday items.

Social Systems and Structures

Links

EsSENTial

Learnings:

Refer to specific links listed below

Learning Areas:

HPE

Perspectives:

Literacy,
Numeracy,
Studies of Asia

OUTCOMES

Learners demonstrating evidence of **Band 1**

Soc 1.1 Time, Continuity and Change

compare and contrast significant events and relationships between own family and those of wider social contact

Soc 1.2 Indigenous Studies

identify local Indigenous groups and explain the significance of local Indigenous cultural practices for Indigenous and non-Indigenous Australians

Soc 1.3 Civics, Governance and Social Justice

participate in and reflect on a range of group decision-making processes and explain how individual and group behaviour affect the rights of others

Soc 1.4 Values, Beliefs and Cultural Diversity

describe the customs, lifestyles and rituals of a range of cultural groups within their community

Soc 1.5 Enterprise

examine ways the local community facilitates the meeting of needs and wants.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

Time, Continuity and Change

[In 6] [Con 1] [LT]

- represent significant relationships within and beyond their family, eg using a concept map [Num-SS]
- collect information to compare past and present lifestyles, eg interview people within extended families across the generations about aspects such as clothing, housing, schools, rules, food [Lit-LS]
- describe/classify aspects of life and artefacts in terms of time, eg old or new, belonging to a certain generation
- describe changed and consistent features of an environment through sets of photographs or illustrations, eg in picture books such as *Window and My Place* by Nadia Wheatley.

Indigenous Studies

[In 6] [Col 4] [Con 3] [Icon]

- explain that Indigenous Australians are descendants of the first Australians
- identify the preferred names for identity and languages of local Indigenous groups
- identify places in the community that are significant to local Indigenous groups, where appropriate
- devise questions to ask an Indigenous guest speaker on their life [Col 1]
- describe some of the achievements of local Indigenous people
- explain to peers what a local Indigenous story taught them about ways of behaving, eg respect for people, connection with and respect for the environment.

Civics, Governance and Social Justice

[In 3] [Col 3] [Con 1] [Con 3]

- identify community rules that assist people in looking after places [LT-S]
- participate in impromptu and formal class meetings [Lit-LS]
- conduct surveys, collate and interpret data for information to assist them in decision-making, eg 'What type of playground equipment should we have?' [Num-MDS] [LT-R]
- explore and reflect on what happens when individuals' and group rights are denied [Arts-SkP]
- examine the roles of a perpetrator and victim through storytelling, eg bullying [HPE-PD]
- consider the issues within a scenario and present their own viewpoint.

Values, Beliefs and Cultural Diversity

[Lang] [Arts-Res] [Con 3] [LT] [Icon]

- represent family members, their relationships and responsibilities to each other, eg a kinship tree/diagram
- describe repeated events or 'rituals' in their own lives
- explain diverse ways in which groups or communities celebrate and identify common elements of celebrations, beliefs, people and important events, eg Christmas, NAIDOC, World Environment Day, Ramadan
- identify places in the community of importance to a range of cultural groups within society, eg sacred sites, churches, cemeteries, temples, mosques
- retell printed and visual stories from a range of cultural groups.

Enterprise [Con 3] [VL]

- identify and describe the roles of local people providing goods and services
- investigate ways the community caters for people with disabilities
- identify and map facilities in their community that they and their family use [LT-R]
- describe how the location of facilities within the school influences choices people make about using them
- participate in a shopping trip to purchase items for a class activity.

Social Systems and Structures

OUTCOMES

Learners demonstrating evidence of **Band 2**

- Soc 2.1 Time, Continuity and Change**
research past events to evaluate why change occurs and their impact on the community
- Soc 2.2 Indigenous Studies**
describe the diversity among Indigenous people and their traditional and contemporary cultures
- Soc 2.3 Civics, Governance and Social Justice**
make informed decisions and choices about immediate local issues and define social justice and its relevance to societies
- Soc 2.4 Values, Beliefs and Cultural Diversity**
identify the processes used to pass on cultural customs and other value-based information within familiar social groups
- Soc 2.5 Enterprise**
compare shared interests and common needs that link individuals to form groups and communities.

Links

EsseNTial Learnings:
Con 1

Learning Areas:
HPE

Perspectives:
Literacy,
Studies of Asia

INDICATORS

Learners demonstrating evidence of **Band 2** for example

Time, Continuity and Change [In 6] [LT]

- investigate the impact of change on the local community, eg changes to public transport
- represent changes over time in the local/broader community, eg organise and label significant events on a pre-constructed time-line **[Num-MDS]**
- use historical language to describe key lifestyle aspects of previous generations
- compare different views and perspectives of a local historical event or site
- compare their local area history with another area within or beyond the Northern Territory
- source a wide variety of information such as photographs, local histories, artefacts to describe aspects of life in previous generations/eras and/or changes in a community or civilization, eg Ancient Egypt
- listen and respond to significant stories from ancient and modern history.

Indigenous Studies [In 6] [Con 3] [Con 4]

- compare aspects of two or more Indigenous people's life stories
- explain and consider options for current issues in the media related to Indigenous people, eg reconciliation, Stolen Generations
- reconstruct Indigenous ways of life in the local area by examining local histories
- collect and collate information on groups such as local language groups, Aboriginal and Torres Strait Islander Commission (ATSIC), land councils, and describe their functions
- explore texts by Indigenous artists for diversity across Australian Indigenous cultures
- identify the descendants of people and the places featured in Ancestral stories.

Civics, Governance and Social Justice [In 3] [Col 3] [Con 3] [Con 4] [LT-S]

- examine a range of groups to discover the purpose/roles/relationships of members and the decision-making processes used **[LT-R]**
- compare the processes used by identified social groups to gain and pass on information, make choices and carry out decisions **[LT-R]**
- define democracy and use a democratic process to arrive at consensus within a school context
- describe the roles and responsibilities of the local government **[VL]**
- define what a life chance is and list the factors that impact on life chances **[VL]**
- discuss and evaluate what happens when needs are not met, eg war, famine, poverty, neglect
- appraise issues within a scenario/incident to inform their stance and viewpoint.

Values, Beliefs and Cultural Diversity [In 3] [Con 3] [Arts-Res] [Lang]

- identify groups to which they belong and analyse the effects of these groups on their attitudes, beliefs and behaviours **[VL]**
- represent common and unique social connections between class members and groups within their community, eg construct a web diagram **[LT-R] [Num-SS]**
- identify and categorise things that people value, why they are valued and how they are valued, eg different forms of work, money **[VL]**
- identify some ways in which the media/ICT is part of our daily lives, eg advertising, email **[LT]**
- identify the range of cultural and social groups in their community
- explain their personal profile identifying likes/dislikes, strengths/weaknesses, values and beliefs.

Enterprise [Cr 1] [Col 3] [Con 3] [VL]

- plan and follow a simple budget, eg spending own money, school fundraising
- explore non-monetary systems of exchange, eg card swapping, marbles, barter, tokens **[LT-R]**
- construct a concept map to show the interdependence between various workers **[Num-SS] [LT-P]**
- categorise and illustrate different types of unpaid work, eg community volunteer, sports coach
- compare and contrast ways of satisfying needs/wants of social groups and the role played by technology.

Social Systems and Structures

Links

EsseNTial
Learnings:
Con 1

Learning Areas:
The Arts

Perspectives:
Literacy,
Studies of Asia

OUTCOMES

Learners demonstrating evidence of **Band 3**

Soc 3.1 Time, Continuity and Change

investigate the past and how events have impacted on individuals and groups

Soc 3.2 Indigenous Studies

explain what they have learned about the core beliefs of urban and non-urban Indigenous peoples, and apply the principles of reconciliation to take action to counter prejudice

Soc 3.3 Civics, Governance and Social Justice

research and describe features, such as decision making, of familiar political and law systems and analyse how choices, opportunities and conflict affect people's life chances

Soc 3.4 Values, Beliefs and Cultural Diversity

describe key elements of culture in groups and communities, how individuals learn and share their culture and the impact of differing values upon individuals and societies

Soc 3.5 Enterprise

examine the relationship between consumers and producers, appraising choices and actions used to meet needs and wants; identify the relationship between personal attributes, needs, wants and future life roles.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

Time, Continuity and Change [In 6]

- represent significant factors in the development of the Northern Territory and/or Australia, eg construct time-lines or a multi-media presentation including events before and after European invasion
- investigate the involvement, perspectives and contributions of individuals and groups in Northern Territory and Australian heritage, eg Macassan trading, European invasion, exploration and expansion, Australia as a penal colony, the goldrush era **[Con 2] [LT]**
- examine the viewpoints of groups and individuals in relation to significant historical events, eg colonial expansion, and pastoral growth in Australia, ancient and modern civilizations throughout the world
- examine the lifestyles of a range of people prior to Federation, eg Indigenous, children, settlers **[LT-R]**
- identify links between world events and Australia's immigration patterns **[LT]**
- identify and research some key events and people from ancient and mediaeval history.

Indigenous Studies [In 6] [Con 3] [Con 4]

- explain and use the preferred terms for identity, eg Yolngu, Tiwi, Anangu, Yapa, Wurruwurruj, Warnumanalya
- describe the effects of contact/colonisation on an Australian Indigenous group
- evaluate the effects of derogatory or discriminatory language on Indigenous and other peoples and suggest strategies to counter this and related prejudice
- evaluate www.racismnoway.com.au for its effectiveness as a tool to counter racism **[LT-R2]**
- describe the core beliefs of Indigenous Australian groups through the reflection of, eg texts read, guest speakers, newspaper articles, etc.

Civics, Governance and Social Justice [In 3]

- represent decision-making processes carried out in a familiar organisation, eg construct a visual diagram to illustrate school structure, behaviour management, SRC **[LT]**
- describe how elders/leaders influence decision making in their own cultural communities 
- actively participate in mock parliamentary debates **[Lit-LS] [Col 3]**
- describe the three levels of government in Australia and their respective responsibilities
- describe the choices of individuals and groups which may make or break connections between people, eg stereotypes, prejudice, discrimination and racism
- define what a life chance is and list the factors that impact on life chances.

Values, Beliefs and Cultural Diversity [In 3] [In 6] [Con 3] [Arts-Res] [Lang]

- explain how traditions and values influence life roles, rights and responsibilities of individuals and groups, eg, Indigenous peoples, migrant groups, ANZACS
- explore and describe shared and unique rituals/customs of groups making up the Australian community
- explain how respect for individual and cultural differences improves people's life chances
- describe social organisation and beliefs of groups, other than their own, in communities
- examine the ways in which the media/ICT reflects, or does not reflect values in our daily lives **[LT-S]**.

Enterprise [Cr 1] [Con 2] [VL]

- operate and reflect on the success of a simple personal or class budget and make revisions when needed
- investigate ways that advertisers use 'tricks of the trade' to encourage sales
- develop and present a creative advertising campaign to promote a product of their choice **[Cr1] [T&D]**
- critically examine push/pull factors, supply and demand, eg list origin of products in the home
- investigate the links between needs and wants and life roles, eg through the Real Game
- map personal attributes, examine transferable skills and explore the concept of lifelong learning.

Social Systems and Structures

OUTCOMES

Learners demonstrating evidence of **Band 4**

- Soc 4.1 Time, Continuity and Change**
analyse significant ideas, people and movements that have shaped societies
- Soc 4.2 Indigenous Studies**
analyse their own cultural practices in comparison to the histories and current experiences of all Indigenous groups, and actively contribute towards reconciliation
- Soc 4.3 Civics, Governance and Social Justice**
explain the roles, rights and responsibilities of citizens on the existing structure of Australia's political and legal systems, and their formation; evaluate how these structures protect the rights of individuals and societies
- Soc 4.4 Values, Beliefs and Cultural Diversity**
research and describe the diverse interpretations and reactions of individuals/groups to the impact of major events in Australia and how this cultural diversity contributes to the identity of a society.

Links

EsseNTial Learnings:
Con 1, Con 2

Learning Areas:
The Arts

Perspectives:
Literacy,
Numeracy,
Indigenous,
Studies of Asia

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Time, Continuity and Change [In 6]

- research and analyse information about lifestyles at the time of Federation, eg education, employment
- represent and analyse significant events in Australia's past and explain how they have impacted on Australia today, eg scaled time-line indicating settlement/ resistance, voting, exploration, World Wars, Depression, Mabo **[LT-R]** **[Num-SM]**
- compare and contrast key features in the heritage of Australia and other nations including colonisation and the impacts on Indigenous groups
- investigate and report on key themes in the history of the modern period, eg growth of democracy, revolution, international conflict, effects of industrial and technological changes.

Indigenous Studies

[In 6] [Col 2] [Con 3] [Con 4] [ILC] 

- investigate and report on how Indigenous peoples and their cultures have adapted, survived and are being revived, particularly with regard to languages and the arts
- research and present the impact of colonisation and colonialism on Indigenous peoples in Australia
- explore cultural traditions of an Indigenous group in collaboration with Indigenous people, comparing appropriate aspects with their own cultural traditions, and changes over time
- identify and apply ways to actively promote reconciliation among and between all Australians in consultation with Indigenous people
- identify common themes in the histories, cultures and concerns of Australian Indigenous groups and link events in Indigenous people's lives to specific government policies, eg assimilation, integration.

Civics, Governance and Social Justice [In 3]

- analyse events leading up to Federation, comparing attitudes within the Northern Territory with those of other states **[LT-R]**
- examine the Australian Constitution and how it was formed
- compare and contrast the roles and responsibilities of each level of government in relation to a local and broader issues
- research current legal issues in relation to rights and responsibilities of citizens, eg freedom of information, mandatory sentencing **[LT-R]**
- explain the role of law agencies in Australian society, eg government, police, judiciary
- explore the historical background of democracy in order to identify key principles and values **[LT-R]**
- explain the concepts of prejudice, racism and discrimination and identify the common values inherent in the Declaration of Human Rights
- research and represent efforts of Australian government and non-government agencies working on human rights issues, eg produce a short documentary **[Arts-Me]**
- evaluate selected programs of AusAid, UNICEF or UNHCR or non-government organisations in selected countries, in light of their expressed values, eg East Timor **[Num-CD]**
- critically examine the rights and obligations of young Australians and ways in which they may be represented, eg round table, youth parliament, youth groups, Haywire (ABC Radio).

Values, Beliefs and Cultural Diversity [In 3][In 6] [Con 3] [Arts] [Lang] [LT]

- identify, interpret and explain ways people express their values through their interactions based on age, culture, gender and class, including multiple perceptions of the same historical events
- analyse events which have impacted on developing a sense of identity in individuals, communities and groups, eg what it means to be an Australian
- judge how differences in culture, gender, race and religion have affected individuals' life chances, eg stereotyping, prejudice
- examine and identify the role of media/ICT in representing or omitting a range of viewpoints.

Social Systems and Structures

Links

EsseNTial

Learnings:
Constructive
Learner

Learning Areas:
The Arts

Perspectives:

Literacy,
Numeracy,
Indigenous,
Studies of Asia

OUTCOMES

Learners demonstrating evidence of **Band 5**

Soc 5.1 Time, Continuity and Change

analyse how past forces and events have shaped contemporary communities

Soc 5.2 Indigenous Studies

analyse and evaluate complex culturally-based social, environmental and political issues that are presently significant to Indigenous peoples

Soc 5.3 Civics, Governance and Social Justice

critically evaluate a range of political and legal systems, their policies, and how these impact on citizens; analyse the moral/ethical codes of organisations that promote and protect human rights

Soc 5.4 Values, Beliefs and Cultural Diversity

critically evaluate the cultural and social structures, values and beliefs of communities and groups that impact and influence behaviour, attitudes and actions.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Time, Continuity and Change [In 6]

- research and report on significant events and ideas which have shaped Australian society, eg the Depression, White Australia Policy, WWII, Irish immigration, post war migration **[Num-CD] [LT]**
- evaluate the impact of colonisation on today's society, eg slave trade, dispossession, land rights,
- analyse events leading up to major international conflicts including the impact of these on domestic life within Australia, eg collapse of communist regimes in Eastern Europe, Russian Revolution, Northern Ireland, Vietnam, Middle East **[LT-R]**
- examine the changing nature of Australia's relationship with other countries, eg treaties, conscription, trade, defence, international organisations
- predict how current Australian alliances may impact on Australia's global future.

Indigenous Studies

- identify and explain a range of perspectives on Indigenous peoples in relation to particular contemporary issues of concern, eg language, tourism, mining, native title, fishing/hunting rights, health, education **[In 6]**
- critically analyse information for accuracy, relevance, reliability, bias, racism and paternalism
- research and report on contemporary approaches to traditional learning and life experiences for Indigenous peoples
- identify common themes in the histories, cultures and concerns of Australian and other Indigenous groups.

Civics, Governance and Social Justice [In 3] [LT]

- explain how the Constitution affects the lives of Australians and describe responses of some groups
- critically evaluate the roles of stakeholders in a given International conflict and report on the impact of such conflicts on Australian society
- explain and evaluate the changing balance of power between the Commonwealth and the States and Territories, eg Mabo, Hindmarsh Bridge, Franklin Dam, euthanasia
- investigate elements of the Australian court systems, eg juvenile, family, remote
- analyse and report on a range of ways that Australia interacts with other nations, including cooperation
- analyse movements for civil and political rights, eg the Aboriginal and Torres Strait Islander communities, woman's movement, Freedom Rides, right to life
- examine and analyse life in any given society where political, social, legal and economic structures are inequitable **[Num-N]**
- examine issues relating to equity of access, inclusivity and exclusivity related to services in the post industrial society, eg employment, ICT **[LT-S] [VL]**.

Values, Beliefs and Cultural Diversity [In 3] [In 6] [Arts] [Lang] [LT]

- identify a moral or legal issue of significance to the community, gather information from a variety of vested interest groups and recommend a course of action
- identify and document historical influences on present and future Australian identity/identities
- demonstrate their ability to play an active role in a community organisation and make suggestions for forming or refocusing an organisation **[Arts-Dr]**
- examine a range of political ideologies and religious belief systems and their impact on individual societies
- make judgments about the impact of media/ICT in informing public opinion on an issue, eg immigration, elections
- critically analyse information for accuracy, relevance, reliability, bias, racism and paternalism.

Social Systems and Structures

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

Soc 5+.1 Time, Continuity and Change

analyse and critically evaluate how the context of historical movements and events change; influences and impacts on national and global interpretations of history

Soc 5+.2 Indigenous Studies

analyse and describe the inter-relationships between Indigenous kinship/relationships and the land/environment, and compare and contrast this with other cultural world views, in collaboration with Indigenous people

Soc 5+.3 Civics, Governance and Social Justice

critically evaluate how political and legal systems impact on civic actions and the implications for those who attempt political and legal reform; analyse and interpret the moral and ethical codes of organisations, individuals and societies in terms of social justice



Soc 5+.4 Values, Beliefs and Cultural Diversity

define and advocate a focused culturally inclusive point-of-view with an awareness of the complexities involved in the process of attitudinal and behavioural change within society.

Links

EsseNTial Learnings:
Constructive Learner

Learning Areas:
The Arts

Perspectives:
Literacy,
Numeracy,
Indigenous, 
Studies of Asia, 
Learning
Technology

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Time, Continuity and Change [In 6]

- identify and evaluate the way peoples' actions, beliefs and personal philosophies alter their views on events
- examine social attitudes across a range of age and cultural groups
- examine and explain Australia's changing attitudes towards ethnic and cultural groups
- research a range of national and global viewpoints and predict how these could impact on Australia's future. **[Col 1]**

Indigenous Studies [In 6]

- explain the significance of land, sea and water systems to Indigenous peoples, including those who have left their homeland and are now in towns or urban centres **[Cr 3]**
- research and report on a particular land or sea claim and its impact on the original land owners and the area in economic, social and political terms
- research and compare a range of Indigenous perspectives in contemporary issues such as land rights, identity, cultural survival, language maintenance, revitalisation and revival **[Cr 3]**
- collaborate with Indigenous people to present a comparison of their world views in terms of kinship and relationship to the land **[Col 4]**
- research and report on the concept and importance of self-management and reasons why Indigenous people should be involved in decisions and strategies affecting their lives.

Civics, Governance and Social Justice [In 3]

- analyse the impact of political structures on the rights of the individual, eg Communism, Nazism
- examine how legal and political philosophies can segregate or disempower individuals and groups, eg policies for illegal immigration, apartheid
- research, examine and evaluate the life and impact of individuals or groups who have resisted governmental power or attempted political reform
- investigate specific examples of prejudice, racism and discrimination in order to critically evaluate the circumstances that led to them
- examine and evaluate the philanthropic activities of individuals and organisations
- research the ethics underpinning a range of current issues, eg Australian Bill of Rights, the Republican movement, reconciliation.

Values, Beliefs and Cultural Diversity [In 3] [Arts] [Lang]

- analyse and interpret the diversity of religious/cultural beliefs and codes identifying how this creates differences in equity, eg compare the position of women in different cultures
- research global awareness programs and reasons why people are community members
- compare and contrast the beliefs of major religions of the world
- present arguments for a particular stance or series of actions and justify them with historical or ethical views
- participate in formal and informal debates providing reasoned evidence supporting their viewpoint **[Col 1] [Lit-LS].**

Environments

Links

EsseNTial
Learnings:
Con 4

Perspectives:
Literacy,
Numeracy

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 1**

Env KGP1.1 Place, Landforms and Features

interact with the natural and built environment in their immediate surroundings

Env KGP1.2 Environmental Awareness and Care

participate in caring for their immediate surroundings

Env KGP1.3 Natural Systems

experience some immediate natural environments.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 1** for example

Place, Landforms and Features [Cr 1]

- use sensory exploration to interact with natural and built environments
- experience a range of natural and built environments with safety constraints [LT-S].

Environmental Awareness and Care [Arts-Res]

- respond to visual texts about the activities of a range of people and animals caring for their natural environments, eg large posters or photographs
- respond to class activities involving the care of a place.

Natural Systems [Arts-Res]

- respond to a variety of natural environments
- attend excursions to a range of natural systems, eg beach, river, creek, waterfalls, desert, bush.

Environments

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

Env KGP2.1 Place, Landforms and Features

identify the ways they interact with and use the natural and built features in their surroundings

Env KGP2.2 Environmental Awareness and Care

care for their immediate environment

Env KGP2.3 Natural Systems

explore a range of natural environments.

Links

EsseNTial Learnings:
Cr 1, Con 4

Learning Areas:
Science

Perspectives:
Literacy,
Numeracy,
Environmental,
Indigenous

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

Place, Landforms and Features [Arts-Res] [ILC]

- identify and discuss the differences between natural and built environments
- explain the purpose of a range of natural and built environments in their immediate surroundings, eg school park
- describe the purpose of places they go to each day and how they get there [Num-SS]
- interact with and explore the natural features of places in the local environment, eg landforms, waterways, flora, fauna
- name the features of their homeland, 'country'
- talk about local bush foods they can gather or hunt.

Environmental Awareness and Care [LT]

- care for their own environment by
 - cleaning up after classroom activities
 - growing and maintaining garden
 - putting litter in the bin
 - caring for animals
- use own experiences as a basis to predict what might happen if people do not care for their local environment
- draw pictures showing the care of an environment [Arts-CrA]
- respond to a range of picture books about care of the environment, eg *Looking for Crabs* by Bruce Whatley, *Window*, and *When the Forest Meets the Sea* by Jeannie Baker.

Natural Systems [LT]

- respond to a range of picture books about natural cycles and flows, eg *The Very Hungry Caterpillar* by Eric Carle, *A House for Hermit Crab* by Eric Carle
- listen to and respond appropriately to creation stories, or stories from other places eg stories by Dick Roughsey and Percy Trezise
- identify what plants and animals need to survive
- identify and describe elements of natural systems, eg people, animals, plants, rocks, soil, water
- listen to stories of community people about country, eg stories from Tangentyere Council's *Land and Learning* project.

Environments

Links

EsseNTial
Learnings:
Cr 1, Con 4

Learning Areas:
Science

Perspectives:
Literacy,
Numeracy,
Environmental,
Indigenous

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

Env KGP3.1 Place, Landforms and Features

interact with elements within natural and built environments in their immediate surroundings

Env KGP3.2 Environmental Awareness and Care

participate in efforts to care for their immediate environment

Env KGP3.3 Natural Systems

investigate how elements of natural environments meet the needs of plants and animals.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

Place, Landforms and Features [Arts-Res]

- describe different types of natural and built features around the school yard
- describe natural and built environments that are important to themselves and others
- using a range of mediums, illustrate the features of places that they have experienced [LT]
- draw a local environment including significant landforms and built features [LT-P]
- identify features that are significant to local Indigenous groups
- name traditional country from their mother's and father's side [ILC].

Environmental Awareness and Care [LT]

- participate in routines and projects to care for plants and animals in the immediate environment
- respond to stories about how people are connected to their natural environments
- describe and demonstrate how people can help look after their local area
- participate in activities, (eg Clean Up Australia Day) and explain why these initiatives are important
- describe water sources in the local area and talk about how they need to be looked after.

Natural Systems [ILC]

- discuss simple food chains based on observation
- describe and classify elements of natural environments into groups, eg living and non-living
- illustrate how elements of a local environment are connected [LT-O]
- make a model of an animal habitat found in the local area [Num-SS] [T&D-DPC]
- name local bush foods and which animals eat them.

Environments

OUTCOMES

Learners demonstrating evidence of **Band 1**

Env 1.1 Place, Landforms and Features

describe the relationship between people and natural/built environments

Env 1.2 Environmental Awareness and Care

identify problems and cooperate to plan activities to care for places within their local community

Env 1.3 Natural Systems

explain the ways elements of simple natural systems are connected and identify themselves as part of a natural system.

Links

EsseNTial Learnings:

Cr 1, Con 4

Learning Areas:
Science

Perspectives:



Literacy,
Numeracy,
Environmental,
Indigenous




INDICATORS

Learners demonstrating evidence of **Band 1** for example

Place, Landforms and Features [Con 1] [Con 2] [Arts-Res]

- locate specific addresses and create simple maps of the local area [Num-SS] [LT-P]
- explain why selected natural and built environments are important to themselves and others
- investigate how Indigenous people use their natural environment 
- predict how the present use of surroundings may change over time to meet changing needs [Cr 1] [Sci-WS] [LT-R]
- identify and describe places according to their natural/built features, eg tropical, desert, railway, roads 
- identify stories, songs and dances from their traditional country/skin groups [ILC].

Environmental Awareness and Care [Col 3] [Con 1] [Con 2] [LT]

- investigate how they can help conserve the items in the classroom, eg recycling paper
- describe ways people cooperate to care for places
- select places in the community that need to be looked after, eg sacred sites, world heritage sites 
- research and decide on factors that need to be considered when creating an artificial environment, eg native garden, worm farm, ant colonies
- identify and research a problem in the local environment to plan and carry out an appropriate course of action, eg poster display to stop litter, assembly item, incentive plan [T&D-DPC]
- identify local Indigenous organisations that care for country, eg Tangentyere Council, Dhimurru Land Management and Aboriginal Corporation.

Natural Systems [Con 4]

- examine a natural community and the living things it supports [LT-R]
- describe the consequences for a natural community when one element is removed, eg a tree is cut down, a waterhole is polluted
- observe and describe interactions between plants and animals in a small ecosystem, eg an aquarium [LT-P]
- create a simple food chain showing where humans are positioned [T&D-DPC] [LT-S]
- describe a simple system, eg river, creek, desert, bush
- interview community elders to find out about how the country has changed in their lifetime.

Environments

Links

EsseNTial Learnings:
Cr 1, Con 1, Con 4

Learning Areas:
Science

Perspectives:
Literacy,
Numeracy,
Learning
Technology,
Environmental,
Indigenous

OUTCOMES

Learners demonstrating evidence of **Band 2**

Env 2.1 Place, Landforms and Features

investigate the distribution of natural/built features and natural/human resources and describe ways in which these features and resources interact and impact on one another

Env 2.2 Environmental Awareness and Care

identify issues to do with value and care of places, and collaboratively participate in an action project to address local community issues

Env 2.3 Natural Systems

analyse the interactions between elements of natural and human systems and investigate flows and cycles.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

Place, Landforms and Features [Con 2] [Arts-Res]

- use council maps to locate local environments and features
- interpret road and atlas maps using basic symbols and keys [Lit-RV]
- identify and locate major land masses, water ways and oceans using maps, atlases and world globes
- design a model showing key physical features of places [T&D-DPC]
- create a collage showing natural and human resources [Cr 1] [Arts-SkP]
- explore the origin of a range of resources used at home, school and in the local community
- research and report on how land is used in the local region
- investigate the link between land use and natural features
- explain changes to land forms and features over time
- talk to community elders about the local history of the community and how the building of the community/outstation has changed the local environment.

Environmental Awareness and Care [Col 3] [Con 2]

- design an advertising campaign for a school recycling program [T&D-DPC] [Arts-CrA]
- identify and examine issues that may arise when people change the use of a place
- investigate what happens when peoples' actions affect other living things and places, eg pollution, overuse of resources
- identify a school or community issue and work cooperatively to formulate a solution, eg participate in a project to identify wasted water in the community and take action to have repairs done
- collect and present information on local organisations that care for the environment, eg Keep Australia Beautiful, Tidy Towns, scouts, fire service
- modify existing classroom practices to better conserve resources, eg lights out, food scraps to compost.

Natural Systems

- discuss and investigate natural cycles and flows, eg water, soil, carbon
- describe ways in which energy flows through a natural system, eg from sun to plant (producer) to animal (consumer)
- explain how Indigenous groups organise ways of life to fit in with natural cycles
- identify and explain a range of natural cycles and flows [Arts-CrA]
- classify the roles of people as a part of an ecosystem
- identify and explain the different stages that insects go through to complete metamorphosis, eg butterflies, moths, dragonflies [Arts-SkP]
- identify indicators of seasonal and weather changes in their local environment and how these affect people's lives [ILC]
- investigate local bush medicines and how to find them [ILC]
- identify the right time to burn and explain how planned burning helps country and animals.

Environments

OUTCOMES

Learners demonstrating evidence of **Band 3**

Env 3.1 Place, Landforms and Features

investigate patterns of use of natural resources and how they have changed over time

Env 3.2 Environmental Awareness and Care

report on how organisations promote environmental monitoring and protection

Env 3.3 Natural Systems

describe features of ecosystems, explain their location and deduce the conditions that contribute to their distribution and/or change.

Links

EsseNTial Learnings:

Cr 1, Con 1, Con 2, Con 4

Learning Areas: Science

Perspectives:

Literacy, Numeracy, Learning Technology, Environmental, Indigenous

INDICATORS

Learners demonstrating evidence of **Band 3** for example:

Place, Landforms and Features [Con 3]

- locate major geographical systems and classify main features, eg topography, location, climate
- organise and use field work to gather data about resource management and land use
- research places with similar land use or resources, and explain how these areas have changed over time
- examine how human impact can change environments, eg introduced species, damming, tourism
- locate places using longitude and latitude
- describe the location of places using compass points, or major reference points, eg North Pole, Equator
- investigate how and why hunting and gathering patterns in the community have changed over time.

Environmental Awareness and Care

- survey and describe different viewpoints of groups and individuals about people changing a natural system, eg building a dam [Col 1] [Num-MDS]
- critically analyse how conflict arises when different groups want to use the same resource for different purposes within a local context, eg environmentalist versus developers
- argue a course of action on a community issue
- produce examples of how our values and customs may affect the choices we make about the use of natural resources, eg vanishing trades, timber
- evaluate the impact of innovations which may have negative and positive effects on the environment, eg the introduction of cane toads, refrigerators
- interview representatives from local environmental organisations about their purpose, eg Landcare, Water Watch, Coast Care, Tangentyere Council, Dhimurru Land Management and Aboriginal Corporation, Centre for Indigenous Natural and Cultural Resource Management [Lit-LS].

Natural Systems

- explore the responses of people, plants and animals to changes in a natural system
- create a model of a specific natural system identifying inputs and outputs, eg inputs: sunshine, water, air, outputs: growth [T&D-DPC] [LT-P]
- identify the purpose of adaptations of animals and plants to different environments
- identify how natural systems respond to changing conditions and research/debate issues arising, eg bushfire, invasion of new species [LT-P]
- research and report how alterations to environments can interrupt natural cycles and flows, eg rainforests, coral reefs, Antarctica [LT-R]
- investigate the impact of the range of natural disasters and events on a community [LT-R]
- identify the features of different 'aged' burns and explain how burning helps provide a good habitat for different animals.

Environments

Links

EsseNTial

Learnings:

Cr 1, Con 1, Con 2, Con 4

Learning Areas:

Science

Perspectives:

Literacy,
Numeracy,
Environmental,
Indigenous

OUTCOMES

Learners demonstrating evidence of **Band 4**

Env 4.1 Place, Landforms and Features

examine and discuss the cause/effect relationship of physical forces in the formation of land features

Env 4.2 Environmental Awareness and Care

identify the perspective of key stakeholders in issues arising from current resources and land use

Env 4.3 Natural Systems

describe and represent selected natural systems in terms of variations.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

Place, Landforms and Features [Con 3] [LT-R]

- examine information that provides evidence of the changes in Australia's land formation, eg artefacts, Palm Valley, research data
- research and report the cause of a range of natural disasters 
- explain the formation of significant landmarks and features around Australia from both an Indigenous and non-Indigenous perspective
- investigate a range of natural disasters/events and predict the likelihood of impact on local community
- analyse and create a presentation based on predictions for the changing face of an environment, eg Leanyer monsoon vine forest, Ilparpa clay pans, the California coastline, floods in Bangladesh [Cr 1]
- use and interpret a variety of maps to obtain information, eg physical, political
- read and accurately interpret visual representations for data, eg graphs, statistical data
- use maps and field observations to describe changes in a natural environment.

Environmental Awareness and Care

- examine the effects of consumption on the production and disposal of goods, eg mining, urbanisation, forestry, land clearance, pollution, resources [LT]
- analyse the effect of human land use on environmental degradation from the perspectives of the various stakeholders, eg increased salination on the mulga scrub regions, Gamba and Mission Grass
- critically analyse positions individuals and groups express on an issue to do with the impact of people's actions on a natural system, eg mining, introduced species [Col 1]
- compare use of natural systems by different cultural groups to see how people's values and practices affect the use and care of places, eg Uluru, Kakadu, farmers, eco-tourism, pastoralists
- use the Internet to assemble a comprehensive list of government/ non-government organisations involved in land use and environmental issues and compare their stances, eg Green Peace, Landcare, land councils, Energy Resources Australia, Department of Primary Industry and Fisheries [LT]
- identify relationships that different cultural groups have with the land and the conflicts that can arise when these relationships clash [ILC].

Natural Systems

- analyse the variables in a range of natural systems, eg contours, fluvial geography
- critically examine a natural system, eg mangroves, rainforests, waterways
- investigate past, present and future climate patterns within Australia [LT-R]
- describe differences in large-scale natural systems by referring to variations in inputs and outputs, eg variations in tropical vegetation densities and species resulting from a mix of sun, water, soil and people [LT-P]
- research contemporary Indigenous approaches to natural and cultural resource management and biodiversity conservation.

Environments

OUTCOMES

Learners demonstrating evidence of **Band 5**

Env 5.1 Place, Landforms and Features

consider relationships between built and natural features and the distribution and dynamics of human population

Env 5.2 Environmental Awareness and Care

examine the economic, political and technical responses to issues arising from current resources and land use

Env 5.3 Natural Systems

investigate and represent how natural systems interact on a global scale.

Links

EsseNTial Learnings:

Cr 1, Con 1,
Con 2, Con 4

Learning Areas:
Science

Perspectives:

Literacy,
Numeracy,
Environmental,
Indigenous



INDICATORS

Learners demonstrating evidence of **Band 5** for example

Place, Landforms and Features [Con 3]

- use maps and field observations to describe and explain changes in urban land use patterns, eg location and composition of urban zones **[LT-R]**
- refer to graphs, tables, Landsat images and statistical data to compare aspects of an environment **[LT-R]**
- define urbanisation and identify contributing factors towards this trend, eg work trends, mass production
- investigate the issues associated with urbanisation, eg overcrowding, unemployment, higher crime rates
- outline possible solutions to the issues of urbanisation, eg decentralisation policies, water restrictions
- evaluate the different factors that affect population growth **[LT-R]**
- identify conditions that lead to the definition of first, second and third world countries and determine how this definition places Australia's peoples
- investigate population distribution in Australia prior to and after European settlement and discuss the environmental factors associated with this distribution.

Environmental Awareness and Care

- examine global patterns of consumption, eg petroleum
- research the historical and current positions Australia has taken on major environmental issues, eg whaling, Muraroa Atoll and the Kyoto Agreement
- critically analyse and research a wide range of data on a current issue to develop an informed viewpoint in order to advocate recommendations and courses of action **[LT-R]**
- research a local urban or community issue and devise/formulate an action plan **[LT-R]**
- predict the effects of resource development and use on a selected natural environment
- using examples, explain how land use practices have impacted on a natural system, eg damming, urban development, land clearance, tourism, agriculture **[LT-P]**
- summarise the issues involved in people's conflict over resource use
- explore research projects where Indigenous and non-Indigenous organisations use a 'two-way' approach to caring for country, eg Turtle Management Project (Dhimurru and NT Parks and Wildlife Commission).

Natural Systems [LT]

- examine major climate patterns and link with weather-related phenomena, eg drought, desertification, flooding
- investigate the phenomenon of global warming and the predicted global effects, eg island nations, natural disasters, climate
- explain the processes and interactions between people and major natural systems.

Environments

Links

EsseNTial Learnings:

Cr 1, Con 1, Con 2, Con 4

Learning Areas:
Science

Perspectives:

Literacy,
Numeracy,
Indigenous,
Environmental

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

Env 5+.1 Place, Landforms and Features

evaluate the impact of population distribution and explore the contingent relationship between human and natural resources, developing an understanding of how time and social context affect the use and manipulation of the physical landscape

Env 5+.2 Environmental Awareness and Care

design and implement a course of action promoting ecological sustainability and environmental care

Env 5+.3 Natural Systems

critically assess the relationship between systems in terms of global sustainability, and develop an understanding of the significance of resource management and mismanagement.

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Place, Landforms and Features [Con 3] [LT]

- examine and evaluate the impact of population on natural resources
- examine the changing attitudes and actions towards land use
- examine and summarise the impact of domestic farming and the varying social attitudes towards the management of land and sea
- examine the historical and current attitudes towards mining and industrialisation
- compare and contrast Indigenous and European land management strategies and their impact on place, landforms and features
- interpret data from topographic maps, vertical air photographs and Landsat images to describe spatial variations of features.

Environmental Awareness and Care [LT]

- assess and explain the impact of regulatory bodies, international agreements and multi-national organisations on the environment
- examine a range of texts and draw conclusions about the influence of individuals and groups on the mismanagement of the environment, eg *Silent Spring*, *Erin Brokovich*, *Silkwood*
- undertake a course of action to advocate for an environmental issue
- research and critique the effectiveness of an environmental organisation
- devise a strategy to resolve an issue related to the use and management of a natural environment under threat.

Natural Systems

- explain the relationship between human activity in one part of the global system and changes in other parts of the system, eg Chernobyl, Malee Basin
- report on the definitions of ecological sustainability and ecological sustainable development and explain their importance for the future of global systems
- explore the impact of one damaged system on other systems
- predict from current trends and use the development or depletion of natural systems to devise suggested strategies for addressing these issues [LT-R].

Enterprise

OUTCOMES

Learners demonstrating evidence of **Band 4**

Ent 4.1 Financial Literacy

apply a range of strategies in personal financial management

Ent 4.2 Life Roles

identify both paid and non-paid career pathways and describe factors that shape, influence and determine opportunities for current and future work

Ent 4.3 Consumerism

examine patterns of production and distribution, identify strategies used to persuade the consumer, and investigate the rights and responsibilities of the consumer.

Links

EsseNTial Learnings:
Cr 1, Con 1,
Con 2


Learning Areas:
HPE

Perspectives:
Literacy,
Numeracy,
Learning
Technology


INDICATORS

Learners demonstrating evidence of **Band 4** for example

Financial Literacy [VL]

- plan and implement a personal budget and analyse the outcome **[HPE-PD] [LT-P]**
- justify and explain differences between necessary and desired budget expenditures
- describe how the Australian socio-economic system impacts on everyday life, eg taxation system, exchange rates, interest rates
- compare financial institutions and the services they offer
- investigate and report on how different cultures deal with the cash economy .

Life Roles [In 6] [Con 3] [VL]

- describe the relationship between education, training, employment and future life roles
- investigate and discuss the impact and influence of technology on career paths and trends **[Sci-WS] [LT-S]**
- identify vocational support systems, agencies and programs, eg Jobs Network, Centrelink, Volunteer organisations, CDEP Programs
- analyse skills required for different organisations and types of work and identify personal transferable skills
- describe job search strategies
- describe different ways of organising labour, eg factories, subsistence farming
- explore life roles through the *Real Game*
- identify the effect of changing work patterns on leisure time
- investigate and report on how different cultures organise and define work .
- investigate and report on decision-making models.

Consumerism [Con 3] [Con 4]

- research and evaluate government safeguards and legislation to protect the consumer
- generate creative and innovative ways to market a product, service or activity **[Arts-Me] [LT]**
- investigate consumer action groups and movements in international and Australian forums, eg Australian Competition and Consumer Commission (ACCC), Ombudsman, Australian Consumer Association, Dick Smith **[LT-R]**
- review the influence of the media in consumerism
- investigate the resources used in the production and distribution of a selected product
- summarise the differences between primary, secondary and tertiary industries
- examine the importance of imports and exports to the Northern Territory economy **[LT-R]**
- describe the contributions of Indigenous-run businesses to Australia's economy .
- investigate the effects of Western consumerism on Indigenous peoples and communities in the Northern Territory .

Enterprise

Links

EsseNTial Learnings:

Cr 1, Con 1, Con 2

Learning Areas:

HPE

Perspectives:

Literacy, Numeracy, Learning Technology

OUTCOMES

Learners demonstrating evidence of **Band 5**

Ent 5.1 Financial Literacy

evaluate personal financial options within an Australian socio-economic context; plan and apply enterprise skills and attributes in business financial management

Ent 5.2 Life Roles

analyse vocational pathways, education and training requirements and identify factors that influence career choices and opportunities

Ent 5.3 Consumerism

examine global patterns of production and consumption, and the distribution of wealth, population and resources.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

Financial Literacy [VL]

- describe and apply financial management skills to a group enterprise, eg business enterprise programs
- explore and assess a range of reasons for business failures
- critically investigate the pros and cons of options available for personal financial management, eg savings, borrowing, credit cards, budgeting
- define liabilities and assets and assess possible/probable financial futures
- review alternative economies for their practical applications to every day life, eg barter systems
- explore the range of financial services available through the Internet
- investigate possibilities for a small-scale business venture in the community, eg Indigenous tourism, and ascertain what skills and knowledge are needed to manage such a venture

Life Roles [In 6] [Con 3] [VL]

- investigate and map a range of career pathways detailing personal preferences [In 2] [Sci-WS]
- discuss lifestyle changes, personal and cultural adjustments involved in transition from Indigenous community life to employment or post-secondary education in an urban centre
- identify specific educational requirements for possible career paths, eg select appropriate subjects for senior study, attend career information sessions [Sci-WS]
- describe relationships between education, training, skills, experience and work opportunities
- research and compare the quality of working conditions for groups, individuals and nationalities in a range of employment sectors
- identify elements that can impact on productivity, eg salary, employee morale, job satisfaction
- participate in a workplace learning program, eg work experience, CDEP program [HPE-PD]
- examine how gender, disability and ethnicity can impact on access to employment
- identify the rights and responsibilities of employers and employees
- investigate legislation, eg Equal Opportunity, Workplace Relations, Anti-discrimination
- use job search skills effectively, eg analysing advertisements, personal portfolios, resume writing
- investigate and report on life roles through the 'Be Real'.

Consumerism [Con 3] [Con 4]

- describe the issue of local culture versus global culture and define issues for countries as they become more integrated into the global economy
- examine how globalisation links economies
- examine how resource use by wealthy nations affects the natural environments of indebted nations
- evaluate the role of international trading blocs, and financial institutions like World Bank in the global economy
- explore the differentiation between consumers in first and third world countries, and Indigenous peoples in first world countries
- initiate appropriate action in response to opportunities they recognise that will address a need or improve a situation, eg money raising for charity
- evaluate the impact of a 'throw away society', eg over-production, waste management [Num-CD]
- examine the imbalance between population density, wealth and consumer expenditure and suggest strategies for addressing the subsequent issues [Num-CD]
- examine the importance of imports and exports to the Australian economy
- examine the accumulation of wealth and distribution of resources through playing a range of financial games, eg Monopoly, Squatter, Bafar Bafar.

Enterprise

OUTCOMES

Learners demonstrating evidence of **Beyond Band 5**

Ent 5+.1 Financial Literacy

evaluate a variety of business procedures/practices demonstrating an ability to select and administer best practice in a range of contexts

Ent 5+.2 Life Roles

critically evaluate trends that determine changes within the workplace, and identify alternative directions and responses to workplace issues

Ent 5+.3 Consumerism

research past and present global trends of consumption through economic, political, legal and ethical perspectives and their impact on people.

Links

EsseNTial Learnings:
Cr 1, Con 1,
Con 2

Learning Areas:
HPE

Perspectives:
Literacy,
Numeracy,
Learning
Technology

INDICATORS

Learners demonstrating evidence of **Beyond Band 5** for example

Financial Literacy [VL]

- use the principles of management to run a small business enterprise **[HPE-PD]**
- examine and explain the relationship between various business components
- examine and evaluate the impact of the economy on business efficiency.

Life Roles [In 6] [Con 3] [VL]

- analyse statistical data and comment on features and possible employment trends, eg to explain reasons for the differences between unemployment percentages of Indigenous people in Australia and the total population
- examine the impact of unemployment on the economy and the individual
- research past and present business practices and make suggestions for future career opportunities
- explore and evaluate the function of the union within the working environment
- describe the relationship between, and display, a range of skills needed to manage a business, eg the significance of management, budgeting, marketing, personal relationships, cultural awareness, working together
- research and compare the quality of working conditions for groups, individuals and nationalities in a range of employment sectors
- identify how industrial relations legislation is articulated in a range of employment sectors
- describe the significance of the *Workplace Relations Act* to workers in a range of employment sectors
- actively participate in a workplace learning program, eg structured work placement, E-Teams
- identify changes in the world of work including entrepreneurial skills and the growing trend toward modular work.

Consumerism [Con 3] [Con 4]

- critically evaluate the complexities within the market economy, eg market power, fair trading
- research the global economy, with particular reference to Third World debt
- examine and analyse the use of trade embargoes and sanctions
- produce, market and sell products that address and cater for specific consumer needs through a small business enterprise
- examine past and present consumer trends making feasible suggestions for future consumer patterns
- critically evaluate the effects of the global economy on Indigenous groups across the world
- examine global case studies to analyse the effect of economic systems on individuals and groups and strategies to address poverty, eg Grameen Bank.